DJANOGLY CITY ACADEMY

Safeguarding and Child Protection Policy

2023 - 2024

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Safeguarding and Child Protection Policy 2023-24

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Policy Consultation and Review

This policy is available on our academy website and on request from the academy office. We also inform parents and carers about this policy through our website and newsletters.

The policy is provided to all staff at the beginning of the academic year and/or at induction. In addition, all staff are provided with Part 1 of the statutory guidance *Keeping Children Safe in Education (DfE September 2023 – Keeping Children Safe in Education September 2023 – GOV.UK(www.gov.uk)).*

This policy will be reviewed in full by the Governing Body on an annual basis and updated in line with DfE statutory guidance and best practice principles*).* Further guidance:

- Working together to Safeguard Children
- What to do if you're worried a child is being abused: advice for practitioners
- Sexual violence and sexual harassment between children in schools and colleges

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Key Contacts

Role	Name	Contact details
Senior Designated Safeguarding Lead (DSL)	Nathan Lewis-Gordon	Email: N.Lewis-Gordon@djanogly.notts.sch.uk Tel: 07823335369
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Named Looked After Child Governor	Elizabeth Christensen	c/o Clerk to Governors - Mrs Mhairi Billington m.billington@djanogly.org Tel: 0115 9421317
Nottingham City Designated Officer (LADO)	Caroline Hose - LADO	Email: LADO@nottinghamcity.gov.uk caroline.hose@nottinghamcity.gov.uk

1. Purpose and Aims

1.1 The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our academy is safe and protected from harm. This means we will always work to:

- Create and maintain a safe learning environment for children
- Protect children at our academy from maltreatment from adults or from their peers
- Prevent impairment of our children's mental and physical health or development
- Promote the positive health and wellbeing of all our children, identifying any children who may benefit from early help
- Ensure **all** staff take appropriate action where there are child welfare concerns
- Ensure that children at our academy grow up in circumstances consistent with the provision of safe and effective care
- Ensure that the views of children are always taken into account and decisions taken are always in the best interest of the child.

1.2 This policy applies to all children, parents, staff, governors, volunteers and visitors and gives clear direction to all about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our academy. (For brevity, the term 'parent' is used to refer to anyone with parental responsibility in this policy).

1.3 Our academy fully recognises the contribution it can make to protect children from harm and to support and promote children's welfare. The elements of our policy are prevention, protection and support.

2. Academy Ethos

2.1 The child's welfare is of paramount importance. Our academy will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children at our academy will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our academy play a particularly important role as they are in a position to identify concerns and provide early help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.**

2.3 All staff will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.

2.5 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to refer to a DSL.

2.6 All staff will be supported and prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life in order to reduce harm, prevent further issues and develop resilience. Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special education needs
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/going missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental heal issues and domestic violence
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is privately fostered
- is persistently absent from education, including persistent absences for part of the school day

Children with special educational needs or disabilities or certain health conditions can face additional safeguarding challenges. All staff will be aware that these children can be more vulnerable to abuse and are disproportionally impacted by behaviours such as bullying and child-on-child abuse. Particular care will be taken to ensure that they feel supported and listened to. For further support on children with special educational needs, schools can use the Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

2.7 Throughout our curriculum, we provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. Children are supported to develop resilience, independence and essential life skills. This includes:

- A full programme of RSHE which is age and context appropriate
- Drug & sex and relationship education programmes
- E-safety education – keeping safe on-line at school or at home
- Nurture group provision for identified vulnerable children as part of our early help process.

2.8 Child on Child abuse refers to incidences where children can abuse other children. This can take many forms and we will actively promote an ethos where there is mutual respect and where abusive behaviours are seen as harmful and not dismissed as "just banter", "having a laugh", "part of growing up" or "boys will be boys". Staff will challenge inappropriate behaviours between children, of any age, actively support children who are harmed, or may be harmed by such behaviours. We will ensure that all children feel confident to report such abuse, knowing their concerns will be treated seriously. All such allegations will be recorded, investigated and dealt with accordingly.

Child-on-child abuse can take many forms including prejudice-based and discriminatory bullying; abuse within intimate personal relationships; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nude images; upskirting; or initiation type rituals/activities.

Curriculum content will also address these attitudes and behaviours. We know that, even if there are no direct reports, it does not mean it is not happening. These inappropriate attitudes and behaviours can occur in children of all ages, not just teenagers, and will be challenged at all times.

It is also noted that perpetrators of child on child abuse are also children and may have been abused themselves. Actions taken to address will involve support as well as sanctions.

2.9 At all times we will work in partnership and endeavour to establish effective working relationships with parents and colleagues from other agencies in line with *Working Together to Safeguard Children.*

3. Contextual Safeguarding – Hyson Green/Forest Fields/Sherwood Issues

3.1 This is how we approach safeguarding issues specifically in our locality that pose the biggest risk to our pupils and their families. We recognise that the different relationships children and young people form in their neighbourhoods, schools and online can feature violence and abuse. Regular updates on contextual safeguarding are provided to all staff in response to emerging trends, feedback from local serious case reviews and information provided by external partners.

All staff will receive Level 1 Safeguarding Awareness training on induction, followed up by in-school training from the DSL to cover issues and concerns pertinent to the individual academy and actions taken to address and mitigate risk.

Risks	Academy Actions to Reduce Risk
Looked After Children: Nottingham has an average of 109 per 10,000 children who are LAC, compared to the national average of 70; this is an increase from 2021 (99) LAC achievement is declining across the city and is below the national average (4-9 pass in English and Maths) LAC children in Nottingham have higher rates of persistent absenteeism (23%) compared to the national average (19%) The % of LAC with SEN, but without an EHCP is 7% above the national average. LAC in Nottingham city have higher rates of FTE (12.2%) than the national average. (9.8%)	Our number of LAC children is increasing, from 3 in 2019 to 12 children in 2023. Both the Designated Teacher and Lead DSL have had Designated Teacher training and are therefore able to lead PEPs and LAC reviews. LAC achievement is monitored closely by the DT and Lead DSL, with PPP money being allocated carefully to bespoke tutoring and useful resources. All LAC children are recorded on Welfare Call and first day absence calls made. All carers are able to contact DT and lead DSL directly to support with attendance and any issues. DSLs work closely with SENCO to ensure referrals are made quickly and efficiently to SEND team for additional support. At DCA LAC will only be issued with an FTE where it has been impossible to secure a first day provision elsewhere; therefore keeping their FTE number below the academy and national average.
Long term Conditions: Obesity- 44% of Year 6 children were classed as being overweight in Nottingham, compared to national average of 37%	All children must participate in PE lessons and KS3 scholars are encouraged to participate in enrichment clubs after school. Healthy living and foods are covered in depth in the new PSHE curriculum. DSLs work closely with the school nurse to identify health concerns and ensure timely referrals are made for children who have poor diet or health. DCA were part of an initiative to push HPV vaccinations, particularly in the Hyson Green community; this resulted in an upsurge in vaccinations.
Housing and Income: 40%% of children in Nottingham live in a low-income household compared to 20%% national average. 37% of children are on FSM, compared to 24%% nationally. The number of children eligible for Pupil Premium funding has remained consistent in Nottingham, over the last few years year, our statistical neighbours are seeing increases.	NG7 is a particular hotspot for poor housing and low incomes. Support staff have been trained by SEIOs what to look out for when completing home visits which could indicate a rogue landlord. These can then be fed back to the DSLs for further intervention. DCA offer a number of children FSMs as part of their safeguarding practice; this comes out of the central budget, even when children are not acknowledged officially as FSM or PP. A high number of DCA families have no recourse to public funds and this is an area where the DSLs can signpost to charities and agencies.

	Any children who are reported as homeless to the academy will be instantly referred to
Mental Health: There was an average in Nottingham of 98 per 100,000 children 0-17 years admitted as an in-patient for mental health disorders, compared to east midlands average of 81 per 100,000	Scholar Mental Health will be a running theme for the Pastoral Team throughout 2023 - 2024. Staff have completed work on mental health via the DSL team, CAMHS/Sharps, the MHST team and our Educational Psychologist. Bespoke training has been given to support staff by the CEPs team around trauma and attachment. DCA runs a CAMHS Time 4 m3 drop in and MHST 1:1 and group therapy sessions. We also employ an external counsellor for a day a week, as well as having staff on site trained in counselling and bereavement. DCA has a Be U Notts network, including face to face counselling. DCA has a mental health lead and mental health deputy. DCA has developed a mental health ambassador programme offering training to scholars to be mental health mentors for their peers in school. The new PSHE curriculum pays particular focus to mental health and wellbeing. The Djanogly Citizens group have made mental health one of their target programmes.
CCE: County Lines and exploitation continue to be a problem in Nottingham City. Gang affiliation and knife crime is an issue in the city, and particularly in the NG7 area. Children in Nottingham continue to have higher rates of first time entry to the Youth Justice system, compared to the national average: 431 per 100,000 compared to 144 The rate of children cautioned or sentenced from age 10-17 is currently 6 per 1000, higher than our statistical neighbours. (2.5 per 1000)	The PSHE programme focuses on knife crime and gang violence. Early intervention programmes are used with scholars who have been identified as being at risk; work is completed by internal as well as external staff. DCA has an SEIO who has completed whole year group presentations, as well as focused group work with our scholars. DCA DSLs are trained to deliver and complete the CCE toolkits for social workers and other agencies. All staff are trained to know the signs of CCE through ongoing CPD programme
CSE: NG7 continues to be a hot-spot for CSE in the community.	DCA have worked with the police and NSPCC to be part of Network of Concerns meetings, where key addresses, names are shared. Work has continued with the NSPCC to target vulnerable children to be proactive to CSE rather than reactive.

	DCA have initiated complex CSE strategy meetings and have networked with our CSE intervention officer (Police) and Child Protection Co-ordinator (Childrens Services). Work has continued with Equation charity to equip focused groups of both genders around CSE, whole year group work and staff training. DCA DSLs are trained to deliver and complete the CSE toolkits for social workers and other agencies. All staff are trained to know the signs of CSE through ongoing CPD programme
Child Protection: Section 47 enquiries were enacted in 238 out of every 100,000 children in Nottingham, compared to 180 per 100,000 nationally. 90 children per 10,000 are subject to a CP plan in Nottingham, compared to a national average of 42 per 10,000 The number of children on CP plan in Nottingham increased by 31 cases in 2022, whereas for our statistical neighbours it dropped. The number of children who have been subject to a second or subsequent CP plan has also increased by 28, compared to our statistical neighbours who have only increased by 1 case. We are significantly above average for children on a CP plan for 2 or more years. 9.7 in Nottingham compared to 4.3 nationally. Unfortunately social worker's turnover is also higher in the city of Nottingham compared to the average.	DCA has a growing number of children on CP plans and a higher than city average. The team has therefore to expanded to accommodate this volume of work, by recruiting an additional FSW. CP cases have been highlighted through our vulnerable scholar register to teaching staff to ensure gaps in knowledge are closed and additional consideration is given to these children. DSLs have met with CEOs and representatives from the LA to discuss concerns around handling of CP cases and look to better practice by social care.
Serious Case Reviews: In the year 2021, Nottingham city had 16 child deaths which were assessed as having modifiable factors, this is in comparison to our statistical neighbours who had 11. Infant mortality rates in Nottingham are higher than the average, with 5.8 deaths per 100- infants, compared to England average of 4.0	Vulnerable Scholar Registers are kept up to date to ensure 1st day absences are followed up for the most vulnerable children. Student Deans are trained to also complete 1st day home visits where necessary. DCA takes a holistic view of the whole family, not just the child on roll, hence the role of our Family Support Workers. The attendance team and student Deans are also trained to report back details from home visits to My Concern where necessary.

4. Roles and Responsibilities

4.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all children at this academy. This includes the responsibility to provide a safe environment in which children can learn.

All staff should be aware of indicators of abuse and neglect, know what signs to look for and what actions to take to protect and safeguard.

4.2 The Governing Body

The Governing Body is accountable for ensuring the effectiveness of this policy and our compliance with it. Governors should undertake safeguarding training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the academy safeguarding policies and procedures are robust and effective. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the academy.

The Governing Body will ensure that:

- The Safeguarding Policy is in place and reviewed annually, is available publicly via our academy website and written in line with DfE guidance
- A Trust Staff Behaviour Policy is in place and has been shared with all staff
- Appropriate safeguarding procedures are in place to respond to children who go missing from education
- The academy contributes to inter-agency working in line with *Working Together to Safeguard Children.*
- Ensure that the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role
- Ensure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training
- A member of the senior leadership team is the Senior Designated Safeguarding Lead (DSL) who takes the lead responsibility for safeguarding and child protection and that there is an alternate senior leader appropriately trained and identified to deal with any issues in the absence of the other DSL. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy and section 1 of Keeping Children Safe in Education.
- All staff undertake appropriate child protection training with regular updates.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.

- The Executive Head and/or Chair will liaise directly with the LADO in the event of an allegation against the Principal
- Safer recruitment practices are followed in accordance with current DfE requirements.
- The single central record (SCR) is in place and maintained in line with statutory guidance.
- Any weakness concerning safeguarding arrangements that are brought to their attention are addressed and remedied without delay.
- They will receive and review regular safeguarding updates from the Principal. It will not identify individual pupils.
- The academy IT system has monitoring and filtering systems in place to limit exposure to online risk.

4.3 Principal

The Principal is responsible for:

- Identifying a member of the senior leadership team to be the Senior DSL.
- Identifying an alternate member of staff to act as the DSL for safeguarding in his/her absence to ensure there is always cover for the role.
- Ensuring that the DSL has appropriate resources, time and training in order to fulfil their role effectively.
- Ensuring that all staff know and follow policies and procedures regarding safeguarding.
- Ensuring that a single central record (SCR) of all staff and volunteers is maintained in line with statutory guidelines.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing policy & procedures.
- Ensuring that all staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, risk of being drawn in to anti-social or criminal behaviour, mental health concerns, forced marriage or female genital mutilation.
- Ensuring that visitors to the academy provide formal identification on arrival, sign in at reception and are supervised whilst on the premises as appropriate.
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.
- Represent the academy at strategy meetings involving a member of staff, volunteer or regular visitor.
- Liaise with police in cases where a crime may have, or has been, committed.
- Ensuring that HR colleagues inform the Disclosure and Barring Service in cases where a member of staff is dismissed or left their employment due to risk/harm to a child.

- Where an allegation is made against the Principal, the Executive Head/CEO will be informed and work together with the LADO.

4.4 The Designated Safeguarding Lead (DSL)

The DSL will carry out their role in accordance with the responsibilities outlined in *Keeping Children Safe in Education.* The DSL will:

- Engage in training every 2 years in order to maintain their own knowledge and skills as well as regular Local Authority safeguarding network meetings.
- Provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded on our online system which will refer to a DSL who will action accordingly.
- Represent the academy at child protection conferences and ensure appropriate staff engage with core group and other relevant meetings.
- Liaise with Children's Services and other agencies where necessary, make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to children and family assessments.
- Be prepared to press for re-consideration after referral if necessary to ensure that concerns are addressed and, most importantly, that the child's situation improves.
- Maintain accurate electronic records and child protection files.
- Ensure that all staff members and volunteers are aware of our policy and procedures as well as the need to act immediately they have a concern.
- Ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and training appropriate to their role.
- Takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role
- Hold regular wellbeing team meetings in order to ensure communication is effective and up to date.
- Be alert to the specific needs of children who need a social worker (child protection plans and child in need) and those identified as potentially more vulnerable in section 2.5.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the academy's procedures are reviewed annually in line with policy.
- Ensure the Safeguarding and Child Protection Policy is available publicly via the academy website and in hard copy at reception.
- Link with local safeguarding partnerships as appropriate.
- Share information appropriately and securely when a child leaves the academy.

4.5 All Staff

All staff will:

- Read and understand the academy policy and procedures for safeguarding.
- Read and understand the academy's professional expectations of staff behaviour and the need to maintain public trust in the teaching profession.
- Be aware that they have a statutory duty to safeguard children, share information with the DSL, with colleagues and with other agencies.
- Seek support and advice from the DSL.
- Be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Services in urgent situations.
- Be alert to signs and symptoms of harm and abuse and understand the need for early help.
- Know and understand that children can abuse other children and that this can happen both inside and outside of school.
- Endeavour to reduce the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT) and provide a safe space for them to share any concerns they may have.
- Know that they need to act immediately when they have concerns or when a child discloses to them.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues.
- Work with parents to reinforce the importance of children being safe online.
- Understand their expectations, roles and responsibilities around filtering and monitoring systems.
- Know how to record concerns and what additional information may be required.
- Understand the importance of information sharing to ensure effective identification, assessment and actions are taken.
- Undergo child safeguarding training that is updated regularly in line with current advice.
- Maintain an attitude of **'it could happen here'** and always act in the **best interests** of the child.
- Provide support for children who are at risk of abuse or being abused, recognising that in these circumstances children may feel a variety of emotions and this may impact on their behaviour and their capacity to learn and engage.
- Be alert for occasions when early help is required in order to safeguard from potential significant harm.
- Familiarise themselves with Section 1 KCSIE September 2023

5. Training and Induction

5.1 When new staff join the academy they will be informed of the safeguarding arrangements in place. They will be given a copy of the Safeguarding Policy, the Staff Behaviour Policy and Part 1 of *Keeping Children Safe in Education.* They are expected to read these documents. They will also be told who the DSL's are and what the contextual safeguarding issues are for the school community. They will be shown the process for recording and sharing concerns. Volunteers, regular visitors, supply staff etc will be briefed on safeguarding expectations and procedures.

5.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and issues of confidentiality. The induction will inform staff and volunteers of their responsibility to safeguard all children at our academy and the remit of the role of the DSL.

5.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with DfE and local safeguarding partnership guidance and advice.

5.4 The DSL's will engage with training every 2 years as well as attend regular safeguarding networks, disseminating information to staff as appropriate.

5.5 The governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at the academy.

6. Procedures for Managing Concerns

6.1 Djanogly Learning Trust adheres to child protection guidance and procedures, both from the DfE and those that have been agreed locally. Records are maintained electronically on MyConcern, an online system for recording and tracking safeguarding concerns/records.

6.2 All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

6.3 All staff and volunteers have a duty to report any concerns that they have and pass the information on in accordance with the procedures outlined in this policy. A referral may be justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. On-going concerns should be added to the child's chronology, as appropriate. A reliance on memory without accurate and up-to-date records of concern could lead to a failure to protect.

6.4 Safeguarding incidents and/or behaviours can be associated with factors outside the academy. All staff, but especially the DSLs, should be considering the context within which such incidents occur.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

6.5 The DSL is first point of contact for concerns and queries regarding any safeguarding concern in our academy. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL. We have a number of trained DSL at our academy – as per contacts at the beginning of this policy. In their absence, the matter should be brought to the attention of a senior member of staff.

6.6 All concerns about a child should be reported **without delay** and recorded electronically. MyConcern will send an email notification to DSLs and any other relevant member of staff for that child. It may also be pertinent to bring to the attention of the class teacher/tutor for them to confirm knowledge of the concern. Evidence of injuries, if appropriate, should be recorded on a separate body map.

6.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made and follow-up actions, will be fully documented.

6.8 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services straight away by telephone and then followed up with a fully completed referral form following Children's Services procedures. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head/Principal. Concerns should always lead to help for the child at some point.

6.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL and senior leaders are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

6.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Head/CEO. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

6.11 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime and such concerns will be taken seriously by the senior leadership team.

6.12 If your school receives an allegation relating to an incident where an individual or organisation was using your school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation.

7. Records and Information Sharing

7.1 If staff are concerned about the welfare or safety of any child at our academy they will record their concern electronically on MyConcern. They should ensure that the concern records all details fully along with their name and date. Any concerns should be passed to the DSL without delay.

7.2 The administration of the electronic files are the responsibility of the DSL. This electronic system is secure and password protected. Child protection information will be shared within academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 When a child leaves our academy, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7.4 Whilst the General Data Protection Regulation (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

8. Working with Parents and Carers

8.1 This academy is committed to working in partnership with parents/family/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 A copy of our Safeguarding and Child Protection policy is posted on the academy website and will be provided to parents on request. Parents will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the academy requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives

- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent to collect young children

The academy will retain this information on the pupil file. The academy will only share information about children with adults who have parental responsibility for the child or where a parent has given permission and the academy has been supplied with the adult's full details in writing.

9. Child Protection Review Conferences

9.1 Children's Services will convene a Child Protection Review (CPR) conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A CPR will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a CPR or core group meetings on behalf of the academy in respect of individual children. The DSL will usually attend all CPRs. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for CPRs will be prepared in advance wherever possible. The information contained in the report will be shared at the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development, the child's presentation at our academy and any concerns that we have. In order to complete such reports, all relevant information will be sought from staff working with the child in our academy.

9.4 Clearly CPRs can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. Safer Recruitment

(see also Safer Recruitment Policy)

10.1 We will ensure that the Head/Principal and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head/Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'.*

10.2 We will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and take up references prior to interview. We will question the contents of application forms if we are unclear

about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will inform shortlisted candidates that we may conduct an online search as part of due diligence checks in the recruitment process.

10.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

11. Safer Working Practice

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. This includes supply staff and volunteers.

11.2 All staff will be expected to know our academy **Safeguarding and Child Protection Policy, Staff Behaviour Policy** and **Positive Handling Policy** and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed approach to for safe restraint will be adhered to. A list of staff that have accessed positive intervention training will be retained.

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the academy, who they are with and for how long. Doors should be left open when appropriate.

11.4 It is accepted that staff or volunteers will have mobile phones but these should be stored securely and accessed only during breaks, except in cases of emergency. Staff or volunteers should not use their personal mobile devices to photograph children. See **Acceptable Use of IT Policy**.

11.5 Photographs are used to validate children experiences, achievements and to evidence progress but these should only be taken on approved academy owned devices and only stored on secure servers. Parental permission for photographs forms part of the admission procedures. Parents are reminded at all academy events that photographs are for their own and their family's memories and asked not to upload photographs that may include other children on to unsecured social media platforms.

11.6 Children are not allowed to use their mobile phones or any mobiles devices on the academy site. We are aware that some students travel on multiple buses and/or trams and therefore having a mobile phone is a way to keep safe at the start and end of the day. However, these must not be seen, or be switched on whilst on site. Any mobiles that are seen will be confiscated in line with the academy behaviour policy.

12. Whistleblowing

(see Confidential Reporting (Whistleblowing) Policy)

12.1 All staff should be aware of their duty to raise concerns they may have regarding the attitude or actions of colleagues, identification of unsafe practice, non-adherence to policy and processes or other incidence where they perceive that the academy is not fulfilling its duty to safeguard.

13. Managing Allegations Against Staff & Volunteers

(see Allegations of Abuse Against Staff Policy)

13.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and positive outcomes for all children at our academy. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

13.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children, but also that some allegations may be unfounded or malicious.

13.3 We will take all possible steps to safeguard our children and to ensure that the adults in our academy are safe to work with children. We will always ensure that local safeguarding partnership procedures and Part 4 of *Keeping Children Safe in Education* are adhered to and will seek appropriate advice from the LADO. This guidance uses the following definitions of allegations that might indicate a person would pose a risk of harm if they:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children

13.4 If an allegation is made or information is received about any adult who works in our setting, including agency supply staff, that indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head/Principal and/or the Executive Headteacher immediately. Should an allegation be made against the Head/Principal, this will be reported to the Executive Head/CEO. HR should then be informed in order to provide further support and advice.

13.5 The Head/Principal will seek advice from the LADO without delay. No one will undertake further investigations before receiving advice from the LADO.

13.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head/Principal or Executive Head should contact the LADO directly.

13.7 The academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed

one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13.8 The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

13.9 Djanogly Learning Trust acknowledges that it has a duty of care to its employees. We will take all possible actions to manage and minimise the stress inherent in the allegations process. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action. Decisions on whether a suspension is warranted must be discussed and confirmed with HR and executive heads. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Further details are to be found in our appropriate HR policy.

13.10 If an allegation is determined to be unsubstantiated or malicious, the DSL will consult with the LADO in order to determine whether this matter warrants further investigation from Children's Services as the child may be in need of support. The Head/Principal should consider whether any disciplinary action is appropriate against the child who made it or whether police should be asked to consider if action might be appropriate, whether the person making the allegation is a pupil or not.

14. Prevent Duty The Prevent Duty for Schools

(Extremism, Radicalisation and Terrorism)

14.1 Protecting children from the risk of radicalisation is part of our safeguarding duty to protect children from risk of harm. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Specific background factors may contribute to vulnerability which are often combined with particular influences such as family, friends or online.

14.2 All staff receive Prevent training as part of their induction with regular updates on an ongoing basis.

14.3 Schools have a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn in to terrorism". Revised Prevent Duty guidance for England All staff and volunteers should be alert to changes in children's behaviour which may indicate they are in need of help or protection. Staff should use their judgement in identifying

children who might be at risk of radicalisation and act proportionately. All such concerns will be recorded and reported to the DSL as per child protection procedures.

14.4 The DSL will make referrals to Channel Programme or direct to the police and seek their advice in concerns regarding radicalisation.

14.5 Training in preventing radicalisation will be undertaken regularly by the DSL and disseminated to all staff.

14.6 We recognise that the use of social media in particular has become a major factor in the radicalisation of children and young people. Specific firewall software is in place on our IT system to identify searches which may be deemed inappropriate and require further investigation.

15. Monitoring the Effectiveness of this Policy

15.1 This policy will be monitored and its effectiveness judged in a number of ways:

- Feedback from external agencies
- Feedback from parents
- Annual safeguarding audit
- Termly SCR and compliance audits
- Reports to governors within Heads/Principals report
- Governor visits, particularly the designated governor(s) for safeguarding and looked after children
- Regular questioning and feedback from executive heads

16. Relevant Policies

To underpin the values and ethos of our academy and our intent to ensure that children at our academy are appropriately safeguarded the following Djanogly Learning Trust policies are also included under our safeguarding umbrella:

- Staff Behaviour Policy
- Pupil Behaviour Policy
- Anti-Bullying and Anti-Harassment
- Disciplinary, Capability, Grievance and Appeals
- Allegations of Abuse Against Staff
- Anti-Fraud, Bribery and Corruption
- Safer Recruitment
- Probationary & Induction
- Confidential Reporting/Whistle-blowing
- Attendance Management
- Acceptable use of IT and E-Safety
- Health & Safety including Site Security
- Special Educational Needs and Disabilities
- Supporting Pupils with Medical Conditions
- Offsite Visits
- Children Missing from Education
- Positive Handling

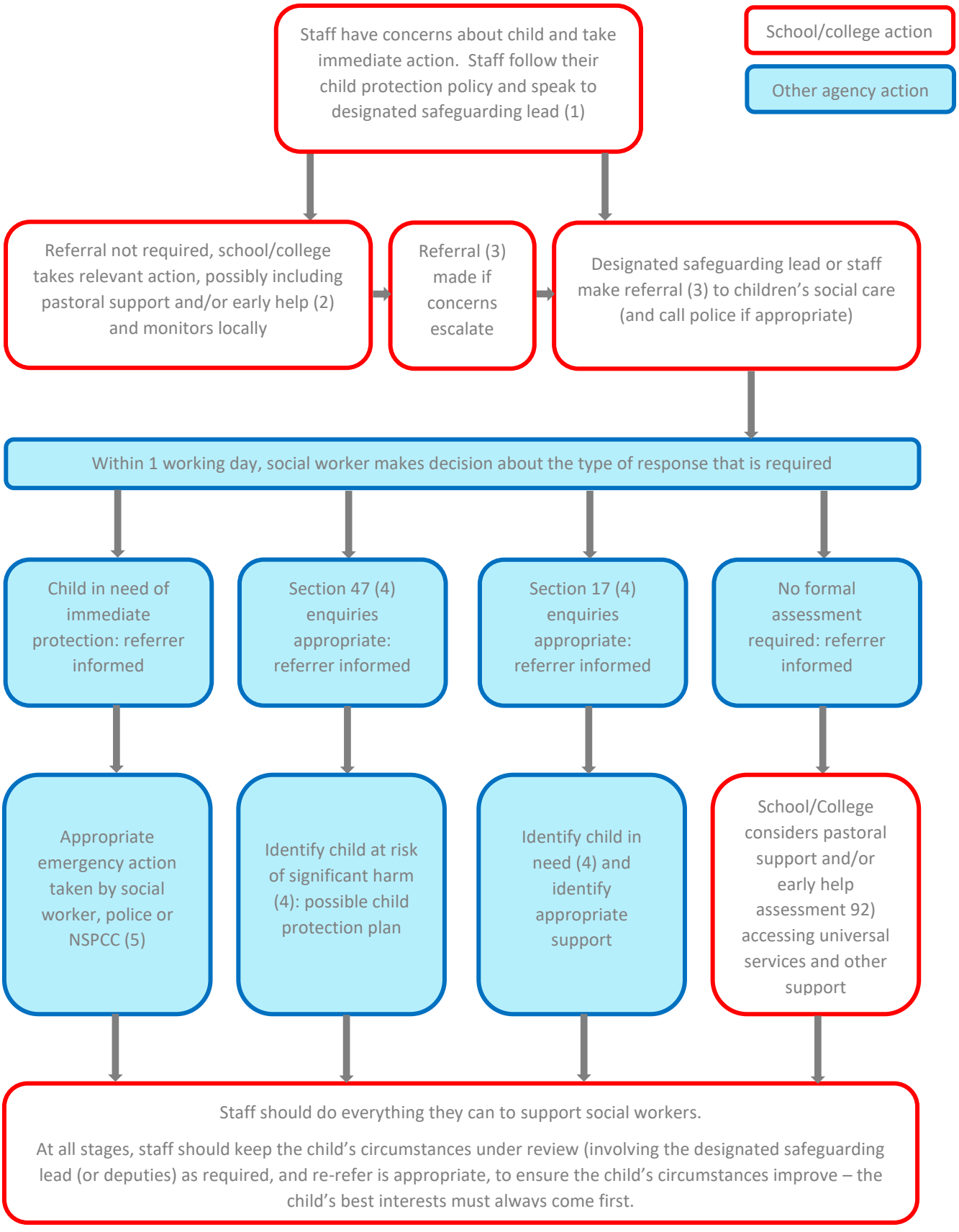
17. Appendices

17.1 Concerns about a child flow chart

17.2 Safeguarding and child protections risks – to be read with Annex A of Keeping Children Safe in Education 2023 (Pages 136-141)

Appendix 1

Actions where there are Concerns about a Child



Appendix 2

Safeguarding and Child Protection Risks

Keeping Children Safe in Education Part 1 covers the detail of what the indicators of abuse and neglect are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Annex B further specific safeguarding information should be read and referred to regularly, it sets out further detail on:

- **Child abduction and community safety incidents –** This is the unauthorised removal or retention of a child from a parent of anyone with legal responsibility for the child**.** Other community safety incidents in the vicinity of the school can raise concerns amongst parents and children.
- **Children and the court system** – Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be very stressful for children and they will need appropriate support.
- **Children absent from education** - Children being absent from school repeatedly and/or for prolonged periods, as well as children missing education, can act as a warning sign of potential safeguarding issues. Early intervention is essential to help prevent the risks of a child going missing in future. 'Children missing education' is the next step up from children being absent from education (pages 144 and 145, also see paragraph 175)
- **Children missing from education** – All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. All efforts will be made to locate the child in the first instance and appropriate reporting and sharing of this information with the LA welfare team will be followed. See also **Children Missing from Education Policy**.
- **Children with family members in prison** – Approximately 2000,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)** – This is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child in to any criminal activity. This may be in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence.
- **CSE** can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of

technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
Some of the following can be indicators of CCE/CSE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help keep them in education.

- **County lines** - This is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal-line'. It can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in school or in the wider community.
- **Modern slavery** – This encompasses human trafficking and slavery, servitude and forced or compulsory labour. There is a national referral mechanism for reporting suspected cases.
- **Cybercrime** – Criminal activity committed using computers and/or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray in to cybercrime. Referrals can be made to the Home Office Cyber Choices programme.
- **Domestic abuse** – The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. It introduces a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The definition ensures different types of relationships are captured, including ex-partners and family members. It captures a range of different abusive behaviours, including physical, emotional and economic abuse, and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

  All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- **Homelessness** - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding leads should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

- **Mental Health –** Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. Attendance can also be impacted by mental health.
- **So-called 'honour-based' abuse (HBA)** – This encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- **Female genital mutilation (FGM)** - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Where a member of staff has concerns that an act of FGM appears to have been carried out or a girl is at risk of such a procedure they must inform the DLS or head/principal without delay. There is a specific legal duty on schools to report such concerns to the police.
- **Forced marriage** - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.
- **Preventing radicalisation** – Children are susceptible /vulnerable to extremist ideology and radicalisation. Protecting children from this risk should be part of a schools' safeguarding approach. Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration.
- **Child on child abuse** - Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; consensual and non-consensual sharing of nude and semi-nude images, sexting and initiation/hazing type violence and rituals. It can happen both inside and outside of school as well as online.

  Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

  Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- **Sexual violence and sexual harassment between children in schools** – Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is essential that all victims are reassured, that they are being taken seriously and that they will be supported and kept safe.

  Staff should be aware of the importance of:

  - challenging inappropriate behaviours
  - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
  - challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- **Serious violence** – There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships, involvement with older individuals or groups, significant decline in performance or signs of injury.
- **Upskirting** - This is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- **Alcohol and Drug Misuse -** Djanogly City Academy prohibits the use of alcohol or illegal narcotics in school, we do our best to ensure the school has safety procedures in place to prevent this behaviour.

  We are aware that some young people may experiment with drugs and alcohol and that some may not be aware of the risks. This is addressed through our forums, PSHE programme and through specialist agency support such as CGL, to raise awareness and educate scholars on the impact.

  In cases where scholars have experienced drug and alcohol misuse in the family, we seek support from social care unless there are safeguarding reasons that would place the scholar at risk. If we suspect that a scholar is in possession of alcohol or drugs, we will inform the Principal and a designated staff member will conduct a search. This involves the scholar emptying the contents of their bags and pockets. Parents/carers and professionals working with the family will then be informed. The school

will involve the Police when serious incidents occur in school, but we will refer all scholars to our Schools Early Intervention Officer (SEIO) where they are involved in alcohol or drugs. All scholars that are involved in an incident of illegal narcotics or alcohol misuse will be referred to the Change Grow Live Organisation, to offer support and guidance around the consequences and impact this may have on their future.

Further information and links to support services can be found in Annex B of KCSIE

Date revised: This policy was last reviewed and revised in August 2023

Review date: This policy is reviewed annually